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ABSTRACT

The 1982 American Indian Language Development Institute, sponsored by the Center of Indian Education and Bilingual Education Service Center at Arizona State University, provided training for eight Title VII projects during the summer of 1982. Training included developing an orthography for nine tribal languages, establishing each language as a viable means of perpetuating tribal heritage and identity, and using each language as an effective means of building English language skills in students through the transferral process. A parent training component was also conducted for five parents from each of the projects participating. The component offered training in policy and decision-making processes, education methodology, curriculum and materials development, process of evaluation, and other aspects to assist in parent involvement. Participants and staff/consultants evaluated the institute a success and provided suggestions for improvement for the two forthcoming years. Participating Title VII projects were Peach Springs (Hualapai), Supai (Havasupai), Sacaton (Pima), Sells (Papago), Santa Rosa (Papago), San Simon (Papago), Duckwater (Shoshone), and Fort Duchesne (Ute). Background information is provided on the administration, staff/consultants, 38 participants, and instructional climate. Appendices contain evaluation instruments used to evaluate the Institute and pictures of the participants. (ERB)

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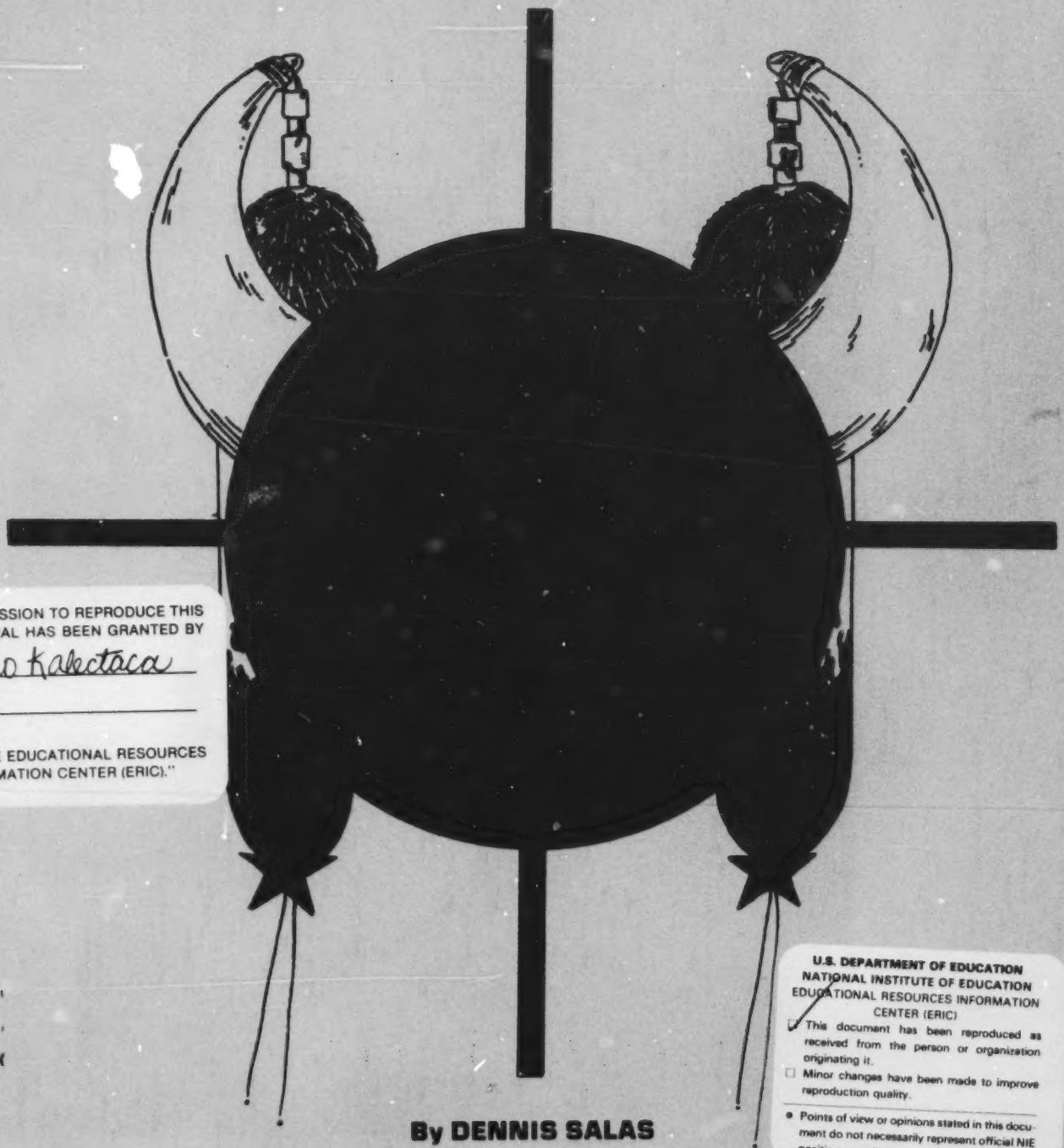
AMERICAN INDIAN LANGUAGE DEVELOPMENT INSTITUTE - 1982

SYNTHESIS AND ANALYSIS OF DATA



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By DENNIS SALAS

Volume I

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LANGUAGE DEVELOPMENT INSTITUTE

1982

SYNTHESIS AND ANALYSIS OF DATA

VOLUME I

By

Milo Kalectaca

Dennis Salas

Center for Indian Education

Bilingual Education Service Center

Arizona State University at Tempe

FOREWORD

If one read histories of the education of American Indians, one is struck by the insensitivity toward and callous attitudes about language imbedded in the instructional programs. Those who dominated schooling rejected attempts to foster teaching and learning in the languages which the students knew best.

Happily, change is occurring. American Indian children are receiving instruction in the rich languages of their ancestors. More important, the languages are receiving serious and systematic study by parents and teachers.

The American Indian Language Development Institute, Volumes I and II, represent an additional step in the important process of instructional development. Volume I is the Synthesis and Analysis of Data and Volume II is a Curriculum Guide. They provide insights and information about language use and the links between language and academic success. I am especially pleased that the College of Education at Arizona State University has been associated with these important developments.

Robert T. Stout, Dean
College of Education
Arizona State University

ACKNOWLEDGEMENTS

The efforts of contribution from many people made this report possible. We wish to thank the following:

1. John Rouillard for his support and direction.

2. Dennis Salas for coordination, providing direction of the design of the instruments used in evaluations of the institute and the synthesis and analysis of data.

3. Suzanne Weryackwe and Lucille Watahomigie for facilitating the articulation of documentation and validation of institute activities.

4. Susan Benally for the photography and interviewing of the participants.

5. Instructional staff and consultants for initiating their instructional process to assist the documentation team.

6. Shirley Pioche and Louise Montez for compiling documentation instrument data, providing secretarial support and providing input into design and content of report.

7. Maryanne Brennan for her administrative assistance.

8. Finally, to the participants who made the institute possible, discussed linguistics and curriculum development, completed instruments and interacted with the BESC staff.

Milo Kalectaca, Director
Bilingual Education Service Center
Arizona State University

PREFACE

There is a well-known adage to the effect that "a little knowledge is a dangerous thing." It is a warning that deserves to be heeded, particularly by those of us who wish to promote change. The first to venture out into an unknown territory, or the first to attempt a particular innovation, can make future journeys less dangerous for those who follow, by charting the paths that they have taken. This is the basic purpose that documentation serves. Without the 'map' that documentation provides, no innovative project can appropriately be called a demonstration.

Documentation, then, serves many purposes and has many uses. The importance of documentation accrues from its application to the tasks of archive building, communication system development, project management, institutionalization and demonstration, evaluation and policy development. Each of these tasks is important in its own way, and those tasks often overlap. Indeed, they most often overlap in their interface with the process of documentation. And that may be the most convincing rationale for documentation, its tendency to bring diverse elements of a project together and to reflect the wholeness of those varied components.

Dennis Salas

The material reported herein was prepared by the Bilingual Education Service Center Project under Grant Number 84-003 to Arizona State University from the United States Office of Education. Points of view or opinions expressed herein should not be construed as representing official Office of Education position or policy.

Table of Contents

Foreword i
Acknowledgement ii
Preface iii

Section I: Introduction and Overview 1

A. The American Indian Language Development Institute '82 . . 4

B. Institute of Higher Education Courses. 4

1. Linguistic Factors 4

a. Content 5
b. Course Objectives 5
c. Course Requirements 5
d. Evaluation. 6
e. Selected Readings 6

2. Curriculum and Instructions. 6

a. Content 7
b. Course Objectives 7
c. Course Requirements 7
d. Evaluation. 7
e. Selected Readings 7

C. Schedule of Institute. 8

1. Week of June 7 - June 11, 1982 8
2. Week of June 14 - June 18, 1982. 9
3. Week of June 21 - June 25, 1982. 9
4. Week of June 28 - July 2, 1982 10

D. Evaluation Procedures - Instruments. 11

1. Demographic Data/Student Information Sheet 11
2. Perceptions of AILDI '82 11
3. Instructional Climate. 11
4. Staff Concerns 11
5. Open-Ended Questions 12
6. Staff/Consultant Evaluation. 12
7. Activity Sheets/Assignments. 12
8. Final Exam 13

Section II: Staff/Consultants and Instructional Climate. 14

A. Organizational Chart - Staff/Consultants Roles and Linkages 15

1. Photos and Vitae of AILDI '82. 16

B. Instructional Climate Ratings 26

Results:

Table 1. 27

C. Staff/Consultant Concerns 27

D. Open-Ended Questions. 30

1. Strengths of AILDI. 30
2. Suggestions for Improvement of AILDI. 30
3. Major Problems Encountered. 30
4. Recommendations for Follow-Up for '82 Institute . . . 30
5. Planning Activities for '83 Institute 30

Section III: Participants (Names and Addresses) 31

A. Characteristics - Personal Data and Training Description

Table 2. 33

B. Perceptions of Language Development Institute

Table 3. 37

C. Staff Evaluation Findings

Table 4. 38

D. Open-Ended Questions Findings 44

Section IV: Summary and Conclusions 46

A. Program Review. 46
B. Summary Findings. 48
C. Lessons Learned 48

Appendix A - Evaluation Instruments 50

Appendix B - Photos of Participants 61

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Introduction and Overview

"Indian Education is as old as Indian Life, Education for the Indian has always been the Supreme Overriding Social Imperative."

American Indian populations on which the Center for Indian Education (CIE) ultimately has impact are linguistically and culturally distinct from the "mainstream" society and from one another. They are members of groups whose collective will to preserve their distinctiveness is historically proven, is currently being reaffirmed, and is recognized in treaty, law, and policy statements by the Federal Government. Expressions of government recognition of the American Indian rights to self-determination and to adequate education abound i.e. in the funds paid to public schools which contract to educate American Indian students with accountability to tribal government; in the Native Americans' right to contract to operate their own schools or to contract for education services; in clearly-stated Federal policies to facilitate Indian control of Indian affairs. Training of teachers for bilingual education must take into account these realities and must provide training that will improve school/district capacities to educate American Indian students for productive participation as members of their own distinctive cultures.

This does not imply abandoning educational goals or equipping all American citizens with the skills necessary to function successfully within "mainstream society" except insofar as that it has been held to exclude the right or the value of "Indianness." The one does not preclude the other. On the contrary, there is a growing argument in bilingual education that cognitive development is best accomplished in the first language, that self-identity is inextricably linked with cultural identity and the enculturation is a pre-requisite for any culture acquisition (Joseph Dupris, National Impact of Multicultural Education: The Renaissance of Native American Indian Culture Through Self-Determination and Indian Control of Indian Education: Coalition of Indian Controlled School Boards, Denver, Colorado, 1979.) That educational

goals of English language proficiency and "mainstream" functionalism are not compatible with native language and culture identity is demonstrated in the Harvard Journal of Legislation (Vol. 9:260, 1972, page 265).

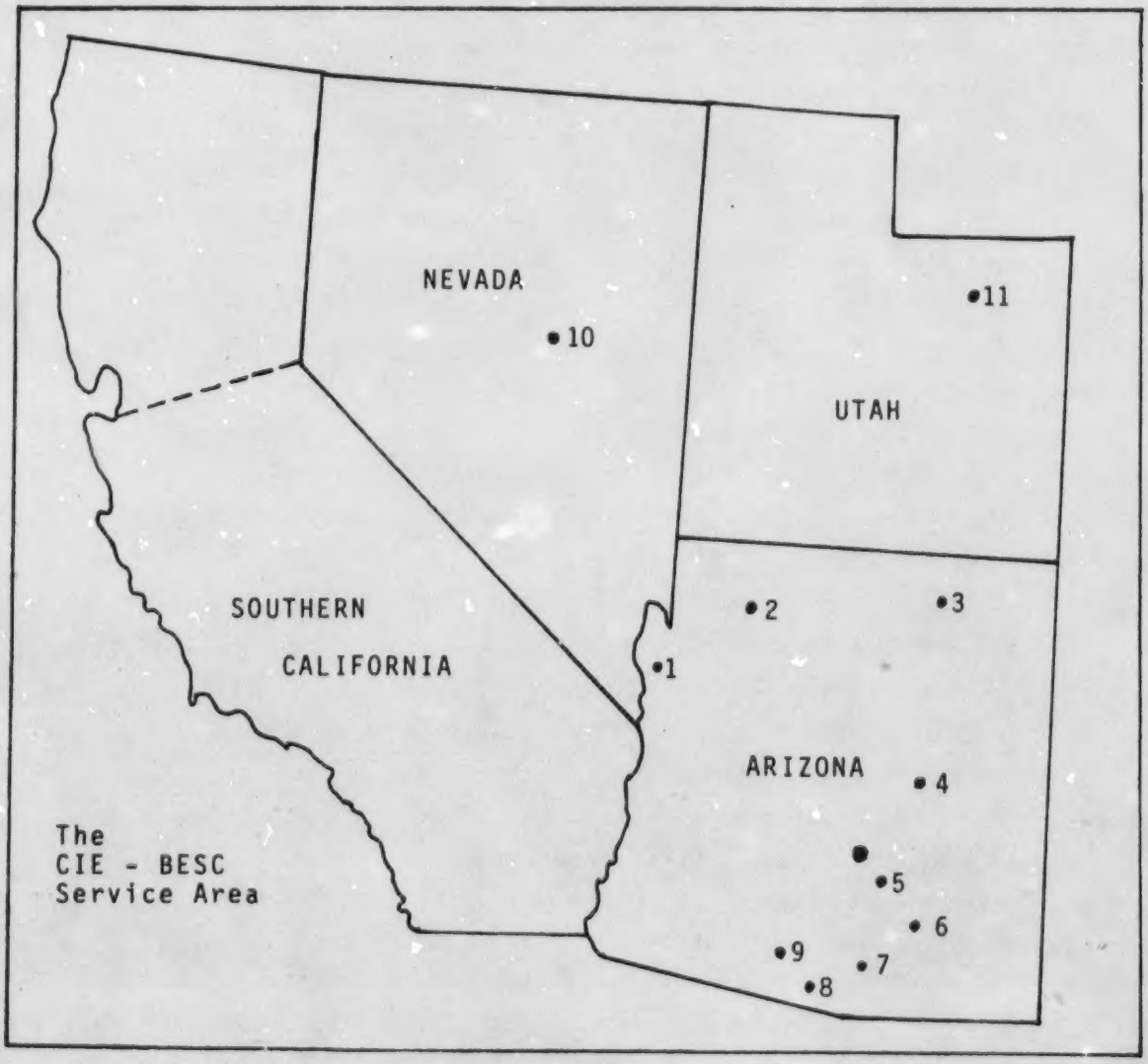
A part of the Center for Indian Education (CIE) is the Bilingual Education Service Center (BESC), which provides technical assistance to American Indian Title VII projects. Its service area is defined as other-than-Navajo American Indian tribal groups in Arizona, Utah, Nevada and California. It has established a strong working relationship with the Center for Indian Education and the University, defined its relationships with local education agencies and Title VII program directors in its service area, and implemented a systematic delivery of training, technical assistance and programmatic assistance services. One of its goals is to assist institutes of higher education in effective teacher education programs and encourage uniform standards for education of Native American students.

Title VII bilingual education programs for American Indian students are typically implemented in the schools/districts that are small-to-medium in size, remote from large centers of populations, isolated from institutes of higher education and other education entities and professionally isolated from the American Indian community. Training is needed that will assist in improving their capacities to develop local problem solving and development of educational strategies and skills suitable to the unique circumstances of the particular native language and culture. As a part of this training capacity, the Bilingual Education Service Center (BESC) assists the Center for Indian Education in providing expertise to the participants in this proposed project.

Title VII bilingual education programs for American Indians serve a diverse group of languages for which it is impossible to establish a standardized orthography, articulated literacy training, or oral language proficiency assessment standards. As might be expected, there is a lack of available language skills-development materials and content-areas instructional materials in the native languages. There is also a lack of curriculum continuums for learning subject areas within a culturally-relevant context.

There are eleven Title VII projects that receive the services of CIE-BESC. These projects include:

Project Site	Language Group
1. Peach Springs	Hualapai
2. Supai	Havasupai
3. Hotevilla	Hopi
4. White Mountain	Apache
5. Sacaton	Pima
6. Tucson	Yaqui
7. Sells	Papago
8. Santa Rosa	Papago
9. San Simon	Papago
10. Duckwater	Shoshone
11. Fort Duchesne	Ute



A. American Indian Language Development Institute 1982

Thus, the specific purpose of this document is to report the 1982 American Indian Language Development Institute as part of the continuing effort of CIE-BESC to demonstrate the processes, ideas, and efforts that are required in the development of successful educational programs and resources. Further, to describe data of the summer institute which took place on the Arizona State University campus in Tempe, Arizona.

The summer language institute proposed to assit each tribe as it seeks to develop an orthography of its individual language, establish that language as a viable means of perpetuating tribal heritage and identity, and use that language as an effective means of building English language skills in students through the transferral process. Another component of the institute was to provide training in the process of making tribal cultural heritage an integral part of the real curriculum.

It was further proposed that the parent training component not only include linguistic and cultural heritage, but provide parents of participating children with the knowledge and skills they need in order to become effective factors in the educational process of their children. This would infer training in the policy and decision-making process, in educational methodology, in curriculum and materials development, in the process of evaluation and all other aspects that will assist them in the procedure of involvement. The program was designed in such a way that five parents from each of the projects would participate in on-going activities with follow-up activities.

B. Institute of Higher Education (IHE) Courses

The summer institute was a four week living and learning experience which was conducted at Manzanita Dorm, Arizona State University. Participants received six academic credits from Arizona State University in the following two courses:

1. Linguistic Factors

Linguistic factors of American Indian Language and Bilingual-Bicultural Education, Dept. IE; EED, BLE/ 494-594 (3 hours credit). The course will emphasize fundamental to secondary linguistic training

for teachers of American Indian bilingual-bicultural students. The application of linguistic theories and findings to nonlinguistic aspects of language change will be considered. The functional analysis of language as it affects the cognitive/affective development of American Indian children will be studied.

a. Content

1. Social and cultural impact(s) on language.
2. Language development in a bilingual-bicultural setting.
3. Maintaining oral native language in a bicultural setting.
4. Transfer of oral language to written, without cultural loss.
5. Study of linguistic elements of specific languages.
6. Techniques of bilingual-bicultural education.

b. Course Objectives:

1. Develop instructional skills to provide for students' language development needs in a bilingual-bicultural setting.
2. Identify major social and cultural influences on language development of their students.
3. Learn the linguistic elements of their students' oral native language.
4. Develop language instruction materials which are culturally relevant to their students.
5. Develop skills to assess students' language acquisition.
6. Develop a basic understanding of how to build a sequenced, measurable curriculum.

c. Course Requirements

1. Attendance.
2. Active participation in discussions and presentations.
3. Successful completion of assignments.
4. Completion of selected project(s).
5. Demonstration of effective teaching skills.
6. Successful completion of evaluation activities administered by instructors.

d. Evaluation:

1. Successful completion of course requirements.
2. Successful completion of curriculum projects.
3. Demonstration teaching.
4. Seventy percent accuracy on final exam.

e. Selected Readings

-Bauman, James J., A Guide to Issues in Indian Language Retention, Center for Applied Linguistics, 1980.

-Eckard, Ronald D. and Mary Ann Kearney, Teaching Conversation Skills in ESL, Center for Applied Linguistics, 1981.

-Raimes, Ayn, Problems and Teaching Strategies in ESL Composition, Center for Applied Linguistics, 1981.

-Saville, R. Muriel and Rudolph C. Troike, Handbook of Bilingual Education, Center for Applied Linguistics, 1978.

2. Curriculum and Instructions

Curriculum and instructions for American Indian Bilingual-Bicultural Education, Dept. IE, EED, BLE/494-594 (3 hours credit). The course will emphasize development of culturally appropriate instructional materials for American Indian children in a bilingual-bicultural setting. Participants will study the interaction between verbal and nonverbal interaction as it can affect the quality of the learning environment. A special focus will be development of assessment skills in teaching/learning activities.

a. Content

1. What makes curriculum culturally relevant?
2. Teacher feedback effects on students' cognitive/affective development.
3. Language development of American Indian children in a bilingual-bicultural setting.
4. Instructing students in their oral, native language.
5. Instruction to develop students auditory skills.
6. Organizing the learning program for accountability.

b. Course Objectives

1. Improve skills to develop culturally relevant instructional materials.
2. Increase behaviors to provide students feedback conducive to their cognitive/affective development.
3. Increase their knowledge of the native language of their students.
4. Increase their bilingual-bicultural instructional skills.
5. Increase their skills to develop students' listening skills.
6. Develop an accountable evaluation system to measure students' academic progress.

c. Course Requirement

1. Attendance.
2. Active participation in discussions and presentations.
3. Successful completion of assignments.
4. Completion of selected project(s).
5. Presentation of instructional materials (5) minimum.
6. Successful completion of evaluation activites administered by instructors.

d. Evaluation

1. Successful completion of course requirements.
2. Successful completion of (5) samples of instructional materials.
3. Demonstration teaching and explanation of evaluation process applied.
4. Seventy percent accuracy on final exam.

e. Selected Readings

-Paulston, Christina Brat, Implications of Language Learning Theory for Language Planning, ISBN, 1981.
-Spolsky, Bernard, editor, Approaches to Language Testing, TSBN, 1981.
Troike-Saville, Muriel, Bilingual Children's Resource Development, ISBN, 1981.

Twicky, Arnold, et.al., Language Development Grammar, and Semantics: The Contribution of Linguistics to Bilingual Education, ISBN, 1981.

C. Schedule of Institute

On June 7, 1982, the participants for the 1982 American Indian Language Development Institute began arriving at Arizona State University. Some came in cars loaded down with personal items and instructional resources. Others were met at the airport by administrative support staff. As people began to check into the Manzanita Dorm, excitement and expectation for a successful institute were building. Rooms were being assigned and the constant lifting and descending of the elevator (1st floor to 5th floor, 5th floor to 1st floor) was beginning to take a toll on the equipment itself.

The next day, activities would begin a routine schedule of breakfast before 8:00 A.M., learning experiences from 8:30 A.M. to 4:00 P.M. with an hour off at noon and tutorial sessions from 7:00 P.M. to 9:00 P.M.

1. Week of June 7th to 11th, 1982

Monday:
Registration and Orientation
Language and Curriculum Theme

Tuesday:
Dictionary
Theory of Learning
Lecture on Tyler's Curriculum Outline
Tutoring Sessions

Wednesday:
Writing Systems
Tutoring Sessions

Thursday:
Identifying Morphemes
Linguistics: Suffixes and Prefixes
Video Tape: by Larry Evers
Tutoring Sessions

Friday:
Phonetics
Lexicography
Linguistics
Bloom's Taxonomy

2. Week of June 14th to 18th, 1982:

Monday:
Curriculum Development: Suzanne Weryackwe
Minimal Pairs; Vowel Charts; Points of Articulation
Poetry by Joy Harjo, Guest Speaker
Curriculum: Behavioral Objectives
Objective Writing
Tutoring Sessions

Tuesday:
Phonetics Writing
Unit Planning
Phonetic Transcriptions
Papago Lexicography: Rosilda Manuel and Helen Ramon
Lexicography: Hualapai/Havasupai
Identifying Theme
Tutoring Sessions

Wednesday:
Phonetics, Spelling, Writing Translations
Papago Writings: Dr. Don Bahr, Guest Speaker
Language and Cultural Unit Plan Information
Tutoring Sessions

Thursday:
Writing Phonetic Transcriptions
Curriculum Development
Phonetics: Symbolic Writing
Review of Instructional Objectives
Tutoring Sessions

Friday:
Language Arts
Unit Planning
Phonetics: Minimal Pairs
Unit Planning and Lesson Planning
How Paiute and Hualapai Dictionaries Were Made
Song Unit Development

3. Week of June 21st to June 25th, 1982:

Monday:
Session with Elderly Consultants
Lydia Watts and Alice Copperfield
Transcribing, etc.
Myrtle Watahomigie
Eleanora Mapatis
Games, Songs, Crafts
Angelita Enriques
Annie Ramon and Mike Antone
Tutoring Sessions

Tuesday:
Movie
Transport Elderly to Airport
Arts and Crafts
Elderly Presentations
Movie: "Call it Macaroni"
Tutoring Sessions

Wednesday: Minimal Pairs
Presentation of each Bilingual Program
Vocabulary and Unit Planning: Lucille Watahomigie
Language Lesson
Tutoring Sessions

Thursday: Phonetics: Minimal Pairs
Movie: "Windwalker"
Picture Illustrations
How to Make a Dictionary: Leanne Hinton
Tutoring Sessions

Friday: Phonetic Similarities
Dictionary Translation

4. Week of June 28th to July 2nd, 1982:

Monday: Linguistics: Phonemes
Phonetic Writing Allophonemes
Curriculum Development: Dr. Sandra Rubin
Planning, Implementation, Planning
Ways to Measure Evaluation and Planning
Tutoring Sessions

Tuesday: Linguistics: Morphemes
Small Group Morphology
Concept Card Usage
Processes of Book Making, Writing
Tutoring Sessions

Wednesday: Sentences Structure
Morphemes
Materials Development on Cultural Unit
Brain Storming
Tutoring Sessions

Thursday: Paradigm; Possessions
Review on Phonemes and Morphemes
Language Communications Level Model
Webbing Samples
Philosophy of Education
Theory of Learning
Inferred Educational Goals
Tutoring Sessions

Friday: Testing and Linguistics
Final Exams

D. Evaluation Procedures - Instruments

The following instruments, or processes were used to document activities and outcomes of the American Indian Language Development Institute, 1982.

1. Demographic Data/ Student Information Sheet

Background data requested includes participant's characteristics, personal data and training description. The data is reported in Section Three. The instrument appears in Appendix A.

2. Perceptions of the American Indian Language Development Institute '82

This instrument was composed of ten items, each of which was a logical and legitimate potential outcome. The instrument administered during the second week of the institute asked participants to rate each potential outcome in terms of importance for them. The results are reported in Section Three. A copy of the instrument appears in Appendix A.

3. Instructional Climate

This instrument was administered to the consultant/staff. They were asked to rate instructional climate on six scales: affective climate, communications, participant openness, participant initiative, grasp inter-personal cohesiveness, and attending behavior. Descriptions for these scales are reported in Section Two. A copy of the instrument appears in Appendix A.

4. Staff Concerns

This instrument was composed of twenty-two (22) statements about the institute. The staff/consultants were asked to respond in terms of exploring concerns at different points of the institute. There are, of course, no right or wrong answers. Each person has his or her own concerns. A copy of the instrument appears in Appendix A.

5. Open-Ended Questions

Two instruments were administered to staff/consultants and participants. Several questions were posed to elicit participant and staff/consultant perception in open unstructured probes. These questions were then analyzed and are reported in Section Two. A copy of the two instruments appears in Section A.

6. Staff/Consultant Evaluation

This instrument was designed to generate responses from the workshop participants and subsequently, to document these responses. The evaluation instrument focused on six items:

a. The staff/consultant provided needed and helpful information:
b. The staff/consultant knowledge of the content area was:
c. Attention was directed to areas of concern:
d. The amount of factual and useful knowledge gained was:
e. The most valuable feature provided by the staff/consultant was:
f. Staff/consultants' role in the contribution to their knowledge, comprehension, or ability to deal with content area presented:

The results are reported in Section Three. A copy of the instrument appears in Appendix A.

7. Activity Sheets/Assignments

Participants were requested to log all instructional and tutorial activities of the Language Development Institute '82. The activities were logged weekly and collected from each participant. A folder is maintained at the Bilingual Education Service Center which illustrates each and every instructional activity the participant was involved in through-out the American Indian Language Development Institute '82. A copy of the activity sheet appears in Appendix A.

8. Final Exam

This instrument was composed of the following:

The participant was required to verify an instructional objective and its parts. Additionally, to identify word items.

Evaluation	Vocabulary test
Goal	Language lesson
Culture	Materials
Lesson Plans	Theory of Learning
Objectives	Curriculum
Theme	Inferred goals
Concept	Theory of Language
Activity	Philosopy of Education
Unit	Related Content Areas

The results are reported in Section Three. A copy of the instrument appears in Appendix A.

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SECTION II

Administration, Staff/Consultants and Instructional Climate

"If parents and teachers could meet often enough and intimately enough to develop primary group attitudes toward each other, and if both parents and teachers might have their say unreservedly, such modifications of school practice and parental upbringing might take place as would revolutionize the life of children everywhere."

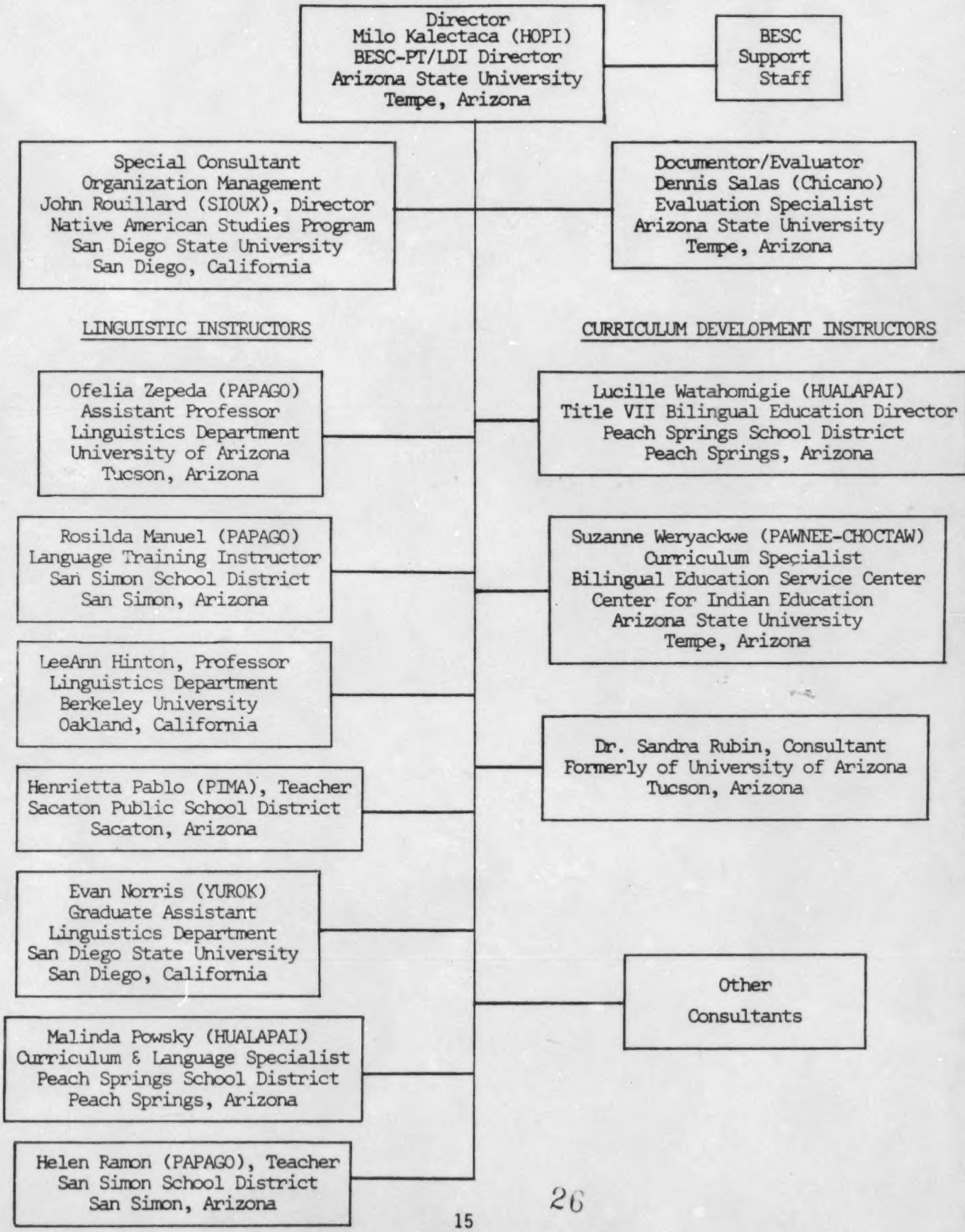
Willard Wallard

Administration

Milo Kalectaca, the BESC/PT/LDI Project Director, Hopi, was responsible for the planning, implementation, and managing the American Indian Language Development Institute. The director's ten years experiences in coordinating institutes of this magnitude include: national conferences, regional, statewide and three previous language development institutes.

Staff/consultants consisted of high level educators whose collective background encompasses experience both from within and from outside the Bilingual Education Service Center. All were American Indians, with the exception of one Chicano and two Anglos.

A. Organizational Chart - Staff/Consultants Roles and Linkages



1. Photos and Vitae

John Rouillard

Education:	B.M.E. - Music Education M.M. - Music
Present Position:	Staff Consultant San Diego, California
Experience:	Music Instructor Illinois Public Schools Newark, Illinois 1952-1955
	Instructor, Instrumental and Vocal Music and Social Studies Illinois Township High School Streator, Illinois 1955-1969
	Instrumental Music Instructor Helix High School La Mesa, California 1969-1971
	Program Associate San Diego State University San Diego, California 1971-1972
	Instructor of American Studies San Diego State University San Diego, California 1972 - Present
Publications:	"Contemporary Indian Education," Indian Education Report on the occasion of National Indian Day, 1975. The People Cabrillo Met, The Third Annual Cabrillo Festival Historical Seminar.

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Suzanne Weryackwe

Education:

A.A. - Business Administration.
B.A. - Psychology.
M.Ed. - Junior College Teaching.
Ph.D. - Higher Educational Administration (Candidate).

Present Position:

Curriculum Specialist.
Bilingual Education Service Center
Center for Indian Education
Arizona State University

Experience:

Research Associate
Native American Research Institute
Indian Education Act Resource & Evaluation
Regional Center
Norman, Oklahoma

Teaching Assistant
College of Education
University of Oklahoma
Norman, Oklahoma

Program Development Specialist
American Indian Institute
Southwest Center for Human Relations Studies
University of Oklahoma
Norman, Oklahoma

Program Specialist
Consultant Center for Equal Educational Opp.
Southwest Center for Human Relations Studies
University of Oklahoma

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Publications:

Oklahoma Indian American School Guide, Editor. Produced by the American Indian Institute, Southwest Center for Human Relations Studies, University of Oklahoma - Center for Continuing Education, Norman, Oklahoma, 1979.

Oklahoma American Indian Curriculum Guide, Editor. Produced by the Consultatibe Center for Equal Education Opportunity, Southwest Center for Human Relations Studies, University of Oklahoma Center for Continuing Education, Norman, Oklahoma, 1976.

Honors & Achievements:

Listed in the Directory of Professional American Indian-Alaska Native Women, National Women's Program Development.

Convention Facilitator - Publicity Chairperson for 7th Annual National Indian Education Association Conference in Oklahoma City, Oklahoma. 11/75.

Sandra J. Rubin

Education:

B.A. - English and History
M.Ed. - Elementary Education
Ed. Spec. - Elementary Education
Ph.D. - Educational Psychology

Present Position:

Curriculum Development Specialist
Tucson Unified School District
Tucson, Arizona

Experience:

Classroom Teacher
Grade 6, Manzanita School
Catalina Foothills School District
Tucson, Arizona - 1980

Teacher-Educator
American Indian Education Programs
University of Arizona
Tucson, Arizona - 1978-1980

Teacher-Educator
Arizona Center for Educational Research and Development in the Early Childhood Project
University of Arizona
Tucson, Arizona - 1973-1978

Publications:

Apache Language and Culture Kindergarten Curriculum Guide, Rubin, Sandra and Title IV Staff, White Mountain Apache Tribal Education Department.

Curriculum Deliberations Report, Indian Oasis Teacher Center, Summer 1979, Rubin, Sandra J. and Barden, Constance, Phoenix: Arizona State Department of Education, 1980.

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Publications (cont'd)

Reading in the Tucson Early Education Model: A Policy Statement, Rubin, Sandra J., Cloud, Goldupp, Oursler & Phillips, Tucson: Arizona Center for Educational Research and Development, College of Education, University of Arizona, 1977.

Peer Tutoring Resource Book, Rubin, Sandra J., Conrad, Burrus & Onstad, Arizona Center for Educational Research & Development, College of Education, University of Arizona, 1976.

Implementing TEEM's Goals: Roles and Responsiblilites, Rubin, Sandra J. and staff, Tucson: Arizona Center for Educational Research & Development, College of Education, University of Arizona, 1976.

Lucille Jackson Watahomigie

Education:	M.A. - Elementary Education B.S. - Elementary Education
Present Position:	Director, Title VII, Hualapai Bilingual Educational Program Peach Springs School District #8 Peach Springs, Arizona
Experience:	Summer Faculty, Curriculum Specialist Yuman Language Institute Albuquerque, New Mexico - June 1980 Flagstaff, Arizona - June 1979 San Diego, California - July 1978
	Coordinator, Title IV, Hualapai Culture & Community Involvement Peach Springs, Arizona
	Reserve Faculty Elementary Education Mohave Community College Kingman, Arizona
	Associate Director Teacher Education Program for Indian Students College of Education University of Arizona Tucson, Arizona
	Field Supervisor Indian Internship Project College of Education University of Arizona Tucson, Arizona

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Publications:

Watahomigie, Lucille,; Powskey, Malinda,; S'yuja, Rosella, Hualapai Primers "Hualapai Misid Mispo" Book I & II, "Hamsi and Joker", and "Iyas Iyas mav'va Ma:k" Dissemination and Assessment Center for Bilingual Education Service Center, 1978, Austin, Texas.

Watahomigie, Lucille,; Powskey, Malinda,; Sinyella, Maude,; Yamamoto, Akira; Hualapai Calendar, 1979, Peach Springs School District #8, 1979, Peach Springs, Az.

Watahomigie, Lucille,; Powskey, Malinda,; Sinyella, Maude,; Yamamoto, Akira,; Bender, Jorigine, Hualapai Calendar, Peach Springs School District #8, 1981, Peach Springs, Az.

Watahomigie, Lucille J.; Bender, Jorigine,; Yamamoto, Akira,; Powskey, Malinda,; Mapatis, Elnora,; Manakaja, Jorigine; Hualapai Reference Grammar, American Indian Studies Publication Center, 1982, Los Angeles, Ca.

Watahomigie, Lucille J.; Powskey, Malinda,; et. al., Yuman Poetry Malki Press, 1982, Los Angeles, Ca.

Malinda Majenty Powskey

Education:	B.S. - Elementary Education A.A. - Liberal Arts
Present Position:	Staff Consultant Peach Springs, Arizona
Experience:	Teacher, Hualapai Bilingual Program Peach Springs School # 8 Peach Springs, Arizona 1981-1982
	Instructor/Reserve Faculty Mohave Community College Kingman, Arizona 1978-1982
	Linguistic Aide/Instructor Hualapai Bilingual Program Peach Springs, Arizona 1976-1980
Publications:	Powskey, Malinda; Watahomigie, L.J.; and Yamamoto, Akira; "Language Use: Explorations in Language Meaning," 1979 Hokan Conference UCLA
	Powskey, M.; Watahomigie, L.J.; Yamamoto, A. "Doing Linguistic Work in Native American Communities" 78th Annual Meeting; American Anthropological Association, 1979
	Powskey, M.; Watahomigie, L.J.; Yamamoto, A. "Structure of Nominal Modifiers." Occasional Papers on Linguistics, No. 5, S.I.U. Carbondale, Illinois 1978

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Evan J. Norris

Education:	M.A. - Linguistics (French) Doctoral Candidate (Philosophy)
Present Position:	Staff Consultant San Diego, California
Experience:	Director of Native American Studies California State University Fresno, California - August 1974-1977
	Instructor, Fresno City College September - December 1975
	In-Service Workshop: Firebaugh Schools "Ethnic Awareness In The Classroom
	High School Teacher, Muroc Unified School District North Edwards, California
Publications:	Norris, Evan, "Organization of Instrumental Prefixes in Eastern Mono," California Journal of Anthropology Papers in Linguistics, November, 1980

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Henrietta Pablo

Education:	A.A. - Education B.A. - Elementary Education
Present Position:	Teacher, 2nd Grade Sacaton, Arizona
Experience:	Teacher Sacaton, Arizona - August 1982 Teacher Aide Sacaton School District Sacaton, Arizona - 8 Years
Publications:	Book of Poetry - Pima Indians Adobe Sings - Book of Poems Papago/Pima

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B. The Instructional Climate Ratings - Language Development Institute 1982

The instructional climate is composed of a number of factors, interdependent but able to be assessed individually. These include the affective climate, communication, participant openness and initiative, group interpersonal cohesiveness, and participant attending behavior. To collect data on these questions, consultants and staff were asked to rate instructional climate on six scales. These scales, using a one-to-five point range, reflected three as the middle of neutral point.

Affective Climate

1	2	3	4	5
cool, tension, friction				warm, supportive, congenial

Communication

1	2	3	4	5
difficult strained				smooth, easy

Participant Openness

1	2	3	4	5
passive, dependent, cue seeking				active, autonomous, takes initiative

Group Interpersonal Cohesiveness

1	2	3	4	5
independent actions				tight, close group, teamwork

Attending Behavior

1	2	3	4	5
not attending not involved		attending		alert, enthusiastic

This instrument was administered to ten staff/consultants; data from these ratings are summarized as follows:

1. Table of Results

Variable	Ratings by Consultant/Staff				
	1	2	3	4	5
Affective Climate			5	5	
Communication		1	6	2	1
Participant Openness		1	4	2	3
Participant Initiative		1	5	2	2
Group Interpersonal Cohesiveness		1	3	3	3
Attending Behavior			5	5	

Inspection of table reveals ratings were greater than 3.00, reflecting a positive atmosphere of the American Indian Language Development Institute '82.

C. Staff/Consultant Concerns

As a result of several staff/consultant meetings there was an agreement that at different points of the American Indian Language Development Institute 1982 there were similar concerns. The following represents the twenty-two (22) statements of concerns and responses as to being very important, important, mildly important, or not applicable. This instrument was administered to seven staff/consultants. Results are provided.

C. (continued)

Staff/Consultant Concerns:	Very Important (A)	Important (B)	Mildly Important (C)	Not Applicable (D)
1. Whether participants are learning what they are taught.	6	1		
2. Increasing participants' feeling of accomplishment.	5	2		
3. The nature and quality of instructional materials.	5	2		
4. Motivating participants to learn.	4	3		
5. Working positively with other staff members.	5	2		
6. Feeling under pressure too much of the time.	1	1	5	
7. Frustrated by the inadequacy of classroom facilities.	3	2	2	
8. The wide range of experience and skills.	4	3		
9. Meeting the needs of different skill levels of participation.	6	1		
10. Being fair and impartial.	3	4		
11. Insuring that participants grasp subject matter fundamentals.	5	2		
12. Staff participation insuring small ratio of students to staff.	5	2		

C. (continued)

Staff/Consultant Concerns:	Very Important (A)	Important (B)	Mildly Important (C)	Not Applicable (D)
13. Stimulating and maintaining participants' involvement.	5	2		
14. Adapting myself to the needs of different tribal groups.	3	3		1
15. Requiring participants to apply what they learn.	6		1	
16. Instilling the values and importance of Indian language and cultures.	6	1		
17. Assessing and recording participants' progress.	2	5		
18. Increase my knowledge of curriculum development and ability to apply principles of general linguistics.	2	4	1	
19. Learn and contribute ideas that I can apply to my professional and developmental growth.	3	3		1
20. Develop my competence in language skills.		5		2
21. Employ effective teaching strategies.	4	3		
22. Develop a specific plan for continuing learning after language development institute.	3	4		

There are, of course, no right or wrong answers; each staff/consultant has his or her own professional concerns.

D. Open-Ended Questions

Several questions were posed to elicit staff/consultant perception in open unstructured probes. The questions and results are as follows:

1. Strengths of the Language Development Institute -

   - All staff members being Native American
   - Variety of skills instructors have
   - Relationship of Native Language Study to Curriculum Development
   - Seeing other Indian tribes with same unique interest
   - Seeing students contribute in building onto their own school's curriculum

2. Suggestions for Improvement of Language Development Institute -

   - Pre-planning activities
   - Better classrooms and teaching aids
   - Expend more energy on student success
   - Improved closing session
   - Provision of space and facilities for recreation for children

3. Major Problems Encountered -

   - Destruction of dorm rooms
   - Children interrupting classes
   - Housing and high cost of meals
   - Lack of communication between instructor
   - Lack of integration between linguistics and curriculum
   - Lack of participant participation
   - Institute not introduced properly

4. Recommendations for Follow-up for '82 Institute -

   - On-site curriculum workshop of some sort
   - Instructors have access to addresses of students to encourage further studies in bilingual education
   - Pre-plan class schedules for consultants
   - On-site workshops to maintain progress made at institute
   - Pre-orientation for students

5. Planning Activities for '83 Institute

   - Pre-planning
   - More involvement by staff and students

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SECTION III

Participants

"My eyes are reaching into your mind, seeking wisdom of your thoughts. My heart is speaking to your senses; arousing the awareness of your soul. My perceptions are touching the historical mirrors that cast images of you and me."

Dennis Salas

The following represents the participant name and addresses:

1.	Gloria Allison	Box 486, Sacaton, Arizona 85247
2.	Venita Antone	Box 36, Sacaton, Arizona 85247
3.	Thomasina Appah	Box 207, Fort Duchesne, Utah 84026
4.	Gloria Arrowgarp	Box 114, Fort Duchesne, Utah 84026
5.	Charlotte Beauty	General Delivery, Supai, Arizona 86435
6.	Jeorigine Bender	Box 41, Peach Springs, Arizona 86434
7.	Joan Dixon	Box 251, Maricopa, Arizona 85239
8.	Sylvia Hollowbreast	Box 36, Duckwater, Nevada 89314
9.	Keith Honaker	Box 45, Duckwater, Nevada 89314
10.	Janette Jackson	514 W. Hazelwood, Phoenix, Arizona 85013
11.	Shirley Jay	Box 641, Sacaton, Arizona 85247
12.	Charlene Jose	Star Route 1, Box 92, Sells, Arizona 85634
13.	Mary Melissa Juan	Box 718, Sells, Arizona 85634
14.	Patricia Lopez	Box 860, Yaya Chin, Ajo, Arizona 85231
15.	Mitchell Maes	Box 24, Duckwater, Nevada 89314
16.	Roland Manajaka	General Delivery, Supai, Arizona 86435
17.	Matilda Myore	Box 31, Fort Duchesne, Utah 84026
18.	Myrna Miguel	Box 41, Sacaton, Arizona 85247

Participants (continued)

20.	Rodney Mike	Box 56, Duckwater, Nevada 89314
21.	Pauline Miguel	Star Route 1, Sells, Arizona 85634
22.	Peggy Morago	Box 92, Sells, Arizona 85634
23.	Martin Morris	Box 230, Tucson, Arizona 85735
24.	Sandra Nish	Box 422, Sacaton, Arizona 85247
25.	Dorothy Pablo	Box 54, Sells, Ariozna 85634
26.	Angie Paya	General Delivery, Supai, Arizona 85634
27.	Jennie Putesoy	General Delivery, Supai, Arizona 86435
28.	Archie Ramon	Box 1027, Sells, Arizona 85634
29.	Floretta Rhodes	Box 683, Sacaton, Arizona 85247
30.	Roberta Romero	Box 230, Tucson, Arizona 85735
31.	Debrah Segall	Box 24, Duckwater, Nevada 89314
32.	Eunice Sowsonicut	Box 21, Fort Duchesne, Utah 84026
33.	Arlene Suathojame	Box 245, Peach Springs, Arizona 86434
34.	Josie Uqualla	Box 232, Peach Springs, Arizona 86434
35.	Helen Watahomigie	Box 94, Peach Springs, Arizona 86434
36.	Mary Ann Wescogame	General Delivery, Supai, Arizona 86435
37.	Regina Williams	Box 378, Laveen, Arizona 85339
38.	Alex Juan	General Delivery, Sells, Arizona 85634

A. Characteristics - Personal Data and Training Description

Table 2.

Personal Data: * Name, Tribe, Address, School	Papago	Papago	Papago	Pima	Ute	Havasupai	Hualapai	Shoshone
Indian Oasis School District # 40 Sells, Arizona 85634	1							
San Simon School Sells, Arizona 85634		5						
Santa Rosa Ranch School Tucson, Arizona 85734			5					
Sacaton School District # 18 Sacaton, Arizona 85247				8				
Uintah County School District Roosevelt, Utah 84066					4			
Bilingual Education Supai, Arizona 86345						5		
Peach Springs School District # 8 Peach Springs, Arizona 86434							5	
Duckwater Elementary School Duckwater, Nevada 89314								5

* Numbers used in lieu of names

Table 2. (continued)

Responses to Questions:	Papago	Papago	Papago	Pima	Ute	Havasupai	Hualapai	Shoshone
Knowledge of Language								
Not Well		1		3				1
A Few Words					1			
Understand Well								1
Speak Well		1	1	1	1	4	1	1
Speak Fluently	1	3	3	4	2	1	4	2
Can Read Language								
Yes		3		1			2	
Some	1		1	2	4	5	3	
No		2	3	5				5
Can Write Language								
Yes		3		1			2	
Some	1		1	2	4	5	2	
No		2	3	5			1	5
Had Previous Linguistic Training								
Yes	1	4		7	1	1	3	
No		1	4	1	3	4	2	5
Involvement or Role in Bilingual Education Program								
Secretary					1			

Table 2. (continued)

Responses to Questions:	Papago	Papago	Papago	Pima	Ute	Havasupai	Hualapai	Shoshone
Involvement or Role in Bilingual Education Program								
Teacher		1		4	2			
Teacher Aide		3	1	4		1	1	
Instructional Aide	1		1		1		2	
Parent Coordinator						1		1
School Board Member								1
Arts and Crafts		1				1		
Information							1	1
Parent Advisory Committee			2					
Social Studies Instructor							1	1
Language Advisor						1		
Speech Therapist						1		1
Had Training and Experience in Curriculum Development Considering Coursework, Workshops and In-Service								
Yes		2		6		2	2	1
No		1	3		2		2	
Some	1	2	1	2	2	3	1	4
Had Training and Experience in Curriculum Development								
Yes		4		5		4	1	
No	1	1	4	3	4	2	4	5

Table 2. (continued)

Responses to Questions:	Papago	Papago	Papago	Pima	Ute	Havasupai	Hualapai	Shoshone
What is Most Important to You to Learn During the Summer Linguistic Development Institute								
/1/ How to read and write my native language	1	5	5	8	4	5	5	5
/3/ How to teach my language and culture	1	5	5	8	4	5	5	5
/2/ How to preserve my language and culture	1	5	5	8	4	5	5	5
/4/ How to develop a dictionary	1	5	5	8	4	5	5	5
/5/ Other	1	5	5	8	4	5	5	5
Ranked 1 - 5 (1 most important)								

B. Perceptions of Language Development Institute

Table 3.

Ratings	Not Important	Somewhat Important	Important	Quite Important	Extremely Important
1. Increase knowledge.	1	2	9	19	3
2. Make new friends.	2	3	15	19	3
3. Become better acquainted with other participants.	2	2	19	10	7
4. Become more self-confident.	2	4	13	7	8
5. Work more effectively with other people.	2	2	15	8	8
6. Learn theories of instruction and how to apply them.	0	0	11	12	12
7. Appreciate persons from other tribal groups.	0	2	9	16	9
8. Experience variety of ways of organizing a Title VII Education program.	0	2	6	9	15
9. Clarify my educational goals and directions.	1	0	9	11	13
10. Improve my ability to identify and solve linguistic problems.	0	1	6	12	15

C. Staff Evaluation Findings

Table 4.

Item # 1. The staff/consultant provided needed and helpful information.

	Distribution			Percentile	
Staff/Consultant	Excellent	Above Average	Average	Below Average	Disatis-factory
A	45	37	16	-	-
B	39	26	26	4	-
C	64	29	6	-	-
D	50	32	25	5	-
E	38	32	4	4	-
F	61	28	0	-	-
G	47	28	14	9	-
H	33	23	42	-	-
I	-	5	36	31	26
J	45	45	9	-	-
K	54	22	18	4	-

Item # 2. The staff/consultant knowledge of the content area was:

A	54	33	12	-	-
B	47	34	8	8	-
C	61	29	6	-	-
D	53	25	17	3	-
E	41	35	22	-	-
F	66	23	4	4	-
G	42	33	14	9	-
H	28	28	33	0	-

C. Staff Evaluation Findings (continued)

Table 4. Item # 2					
I	-	5	36	31	26
J	50	40	9	-	-
K	63	18	14	4	-
Item # 3: Attention was directed to areas of concern:					
A	54	33	12	-	-
B	39	43	13	4	-
C	61	29	9	-	-
D	50	21	17	7	-
E	32	38	25	3	-
F	66	23	4	4	-
G	47	28	14	9	-
H	28	23	38	4	-
I	-	5	36	31	26
J	45	45	4	4	-
K	59	18	14	8	-
Item # 4: The amount of factual and useful knowledge gained was:					
A	50	29	16	-	-
B	43	39	8	8	-
C	61	32	3	3	-
D	42	35	14	7	-
E	32	29	35	3	-
F	62	28	4	4	-
G	42	33	14	9	-
H	28	28	38	4	-

C. Staff Evaluation Findings (continued)

Table 4. Item # 4:

I	-	5	36	31	26
J	45	45	9	-	-
K	54	22	14	8	-

Item # 5: The most valuable feature provided by the staff/consultant was:

	Distribution		Percentile		
Staff/Consultant	Effectiveness	Training Materials/ Handouts	Organization	Utilization of Time	Skills Development
A	57	37	41	49	45
B	60	39	34	39	60
C	61	61	54	46	54
D	42	50	28	28	52
E	34	64	34	22	61
F	57	19	47	42	23
G	61	38	38	61	42
H	47	38	38	47	66
I	26	10	10	26	26
J	59	50	45	63	63
K	63	54	50	54	54

Item # 6: Comments on the staff/consultant's role in the contribution to knowledge, comprehension, or ability to deal with content area presented:

A - 1. Presentations were excellent.
2. Extremely helpful in Papago writing.
3. Very clear and distinct in all areas.
4. Very organized and prepared and easy to understand.

C. Staff Evaluation Findings (continued)

Table 4. Item # 6:

A - 5. The best instructor I had and enjoyed working with her.
6. Provided much help in teaching linguistics.
7. Gained much knowledge from her.
8. Very interesting when presenting lesson plans.
9. Presented herself well; very good as an instructor.
10. Well organized.
11. Very helpful in class.

B - 1. A great teacher and very helpful.
2. Very helpful in a variety of ways; was available for tutoring in the evening.
3. Outstanding consultant in all areas.
4. Very understanding and helpful.
5. Could have communicated more in native language.
6. Really puts her stuff across where I could understand.
7. Very knowledgeable in her content area; felt relaxed around her.

C - 1. Has a real nice attitude toward students.
2. Willing to work with students during tutoring.
3. Took extra time to help students understand material.
4. A very effective teacher.
5. Well prepared in presenting her materials and handouts.
6. Easy to understand and superb attitute toward bilingual education.
7. I learned alot from her curriculum development lessons and she is a most friendly person.
8. Knows curriculum and how to present it.

D - 1. Very good instructor and able to reinforce subject matter.
2. Excellent; takes time to explain procedures correctly and thoroughly.
3. Lesson plans need to be divided into beginning, intermediate and advanced, based on student need.
4. Has potential and concern to inspire students in learning the skills of developing curriculum.
5. Very knowledgeable but didn't seem to get concepts across too well.
6. A very good instructor and curriculum person.
7. Presentations were delivered right to the point; voice carried clearly and lesson material was impressive.

E - 1. Knew her material well.
2. Lessons were really beneficial.
3. Provided a better outlook on curriculum content areas.
4. Presentation was at a ridiculously low level.

C. Staff Evaluation Findings (continued)

Table 4. Item # 6:

E - 5. Possesses alot of ideas and skills but didn't receive full benefit.
6. Did not comprehend lecture.
7. Consultant did a very excellent job in curriculum development.
8. Presentation gave material broader meaning.
9. Gave excellent ideas on curriculum and different ways to evaluate.
10. Learned new ways of implementing language and receiving language from children with high interest.

F - 1. Very informative.
2. Seems to be doing a good job.
3. A great person with wholehearted interest in bilingual education.
4. Would like to see another workshop with his help and support.
5. Very nice and helpful.
6. Very good instructor.
7. Knows his job extremely well.
8. A very concerned person and excellent in helping.
9. Honest, dedicated and highly qualified.
10. Provided alot of his time and expertise.

G - 1. A very good consultant and helpful in writing native language.
2. Was not very helpful and needed constant assistance from other instructors.
3. Skills in native language very helpful.
4. A very knowledgeable person in all areas of linguistics.
5. Takes time to help other students and very pleasant to work with.
6. Encouraged students to try in writing native languages.
7. Very helpful in explaining materials and demonstrating ways to show to gain improvement.

H - 1. Very knowledgeable in all areas.
2. Very helpful and friendly.
3. Very good instructor.
4. Most helpful and more effective than other instructors.
5. Well organized.
6. Knows materials well and very helpful.

I - 1. Lack of enthusiasm in all aspects.
2. No knowledge of curriculum.
3. Not impressive.

C. Staff Evaluation Findings (continued)

Table 4. Item # 6:

I - 4. Very unhelpful.
5. She does not want to share her knowledge with students.
6. I was extremely disappointed.
7. Doesn't really help her students.
8. Experience with her is frustrating; she herself should have been a student.
9. She hardly worked with students.

J - 1. Extremely knowledgeable and highly motivating.
2. Totally committed to teaching bilingual education.
3. Sense of humor a very good motivation to learning.
4. Extremely helpful in understanding the linguistic approach to learning.
5. Very helpful and has a cheerful attitude.
6. So good in everything.
7. Did a very excellent job.
8. Did a very good job inspite of language barrier.
9. Very good giving examples; excellent use of imagination.

K - 1. Provided good information although presentation was one-sided.
2. Extremely helpful.
3. Very good professor.
4. Very organized and makes lexicon very interesting and worthwhile.
5. Learned alot about making a dictionary.
6. Excellent and very useful; presentations planned well.
7. Learned a great deal from her.

D. Open-Ended Questions Findings

1. What experiences at the American Indian Language Development Institute do you find most rewarding?

   - Making the dictionary
   - Developing curriculum units
   - Learning how to write my language
   - Meeting new people
   - Translation of language
   - Linguistic training
   - Learning about other tribal languages

2. Has your perception of yourself in relationship to other tribal groups changed during the AILDI?

   Yes answers:

   - Learned more about other tribal languages
   - Realization of importance of teaching linguistics
   - Gaining a better self-perception of other tribes in relation to self
   - Importance of bilingual education to the school and community

   No answers:

   - None (students had been around other tribal groups previously)

3. Please provide any comments about the institute on the following:

   Positive responses:

   - Meeting new people
   - Learning together with other tribal groups
   - Having good all-Indian instructors
   - Overall positive relationship between student-student and student-instructor

   Negative responses (displeasure):

   - Run around by BESC
   - Disorganization
   - Heat
   - Noise in dorm
   - Commuting arrangement (disadvantage in attending tutoring sessions)
   - Time schedule
   - Transportation of elderly and lack of money
   - Too much homework
   - Long hours
   - Location of institute
   - Not enough time for institute
   - Crowded classroom sites

D. Open-Ended Questions Findings (continued)

Needs Improvement responses:

- Classrooms (prefer larger rooms and better equipped)
- Pre-planning of institute
- Have longer session (like 5 weeks)
- Bigger building with more space
- Teach class full days, not split into half days
- Continue institute every year
- More student participation
- Text for each student

4. Comments about location of institute

- Find a more suitable location
- Petitioned class areas might have helped
- Choose cooler climate
- Children need more attention (recreation area)

5. Recommendations

- Have more cultural activities
- Make resource material available
- Have booklet available with everybody's picture in it
- Have 6-week institute
- See institute as a stimulating experience rather than complaining about all the inconveniences
- Emphasize punctuality and sticking to schedule
- Provide tutoring in one area
- Divide instruction into beginning, intermediate and advanced groups
- Provide child care at parents' expense
- Provide more recreational activities
- Provide more privacy

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SECTION IV
Summary and Conclusions

This section will provide a program review, summarize findings previously presented, and draw conclusions from unintended consequences which should prove valuable for extending the understanding of development and implementation processes and impacts. The lessons learned from these experiences are a potentially valuable resource for planning future Parent Training/ Language Development Institute.

A. Program Review

As this is the first year of a three year Center for Indian - Parent Training/Language Development Institute project, all of the data indicates that the American Indian Language Development Institute (AILDI) 1982 conducted at Arizona State University, Manzanita Dormitory, June 6, to July 2, 1982 was successful. The following data supports this conclusion.

The major goal of the AILDI is that through participation in a Language Development Institute, project staff and interested parents and other community members would become knowledgeable through extensive training in: language assessment, linguistics, the process of integrating cultural content and language into all the core areas of the curriculum, materials development, utilization of tribal resources and skills in language policy and decision-making.

The three Language Development Institutes will be conducted in Summer (1982), Summer (1983), and Summer (1984) and are planned to be developed in five stages:

First and Second Year 1982 & 1983

Stage One: Language and Culture

Philosophy and rationale of American Indian language and culture.
Language and culture and a valid educational strategy.
Language and culture in the content areas.

The process of first and second language acquisition and strategies for teaching second language.

Stage Two: The Structuring of Language

History of the development of Yuman/Uto-Aztecan and other languages.

Relationship of the structure of the languages.

Comparing and constrasting Yuman/Uto-Aztecan, other and English languages.

Comparative structures as a teaching device for language development.

Stage Three: Analysis of Language

Linguistic concepts and the Yuman/Uto-Aztecan, other languages.

Phonology and syntax.

Comparative pronunciation and intonation system.

Assessing individual linguistic characteristics at each project site.

Stage Four: Language Assessment

The process and product of language assessment.

The techniques of language assessment.

Examining several existing instruments and establishing appropriateness and adaptability.

Process of language assessment analysis and prescription.

Third Year - 1984

On-going development; implementation of stages one-four and

Stage Five: Language Policy and Indian Bilingual Education

Determine appropriateness of the term "Indian English" and the significance of the concept in English development and school.

Examine tribal policies towards language.

Languages in the classroom: a rationale for board and school personnel.

Skills required for change agents: the role of staff members.

First year Title VII Rules and Regulations and Indian language.

The aforementioned goal involved the 38 participants attending the AILDI,

1982 through extensive training in stage one; Language and Culture stage two; the structuring of Language and stage three; Analysis of Language.

- the schedule of the Institute and training sessions as reported on pp. represents that the participants were involved in an innovative instructional program whose positive impact will be felt in the development of their individual Title VII projects.

B. Summary Findings

Did AILDI make a difference in the lives of 38 participants and staff/consultants? Reviewing the data previously presented the answer is definitely YES. Most of the data is very positive, some of the data however, suggests areas of improvement in pre-institute planning, the structure of the institute, logistics and the way in which staff/consultants are selected and oriented toward their responsibilities.

Certainly there were problems:

1. Facilities
   a. lack of appropriate classrooms
   b. lack of recreational facilities
   c. consultant/staff were assigned rooms in the same area as were the participants.
2. Organization of Instructions
   a. lack of teaming and team development which are critical pre-requisites for the success of instructional processes and content delivery.
   b. lack of planning time
   c. lack of instructional assessment instruments

In total, there seemed to be a definite need for staff, consultants, participants to develop a stronger understanding of each other and to cultivate a greater ownership for the total American Indian Language Development Institute effort.

C. Lessons Learned

It is traditional in the educational world that there is never enough planning time as was the case of this institute, for example, several of the sessions conducted did not match the written course descriptions, a fact

noted by many of the particpants. These descriptions should be stated realistically in terms of objectives, design for the instructional session, what can be reasonably accomplished in the time allotted, and manner of presentation - formal/lecture; informal interaction; amount of hands-on activities offered, and so forth.

Selecting and orientating staff/consultants need to be chosen with care on the basis of their knowledge of BESC/PT/LDI, the topic being presented and their abilities as instructors. Each session should rely heavily on well-organized hand-out materials and objectives to involve the participants as actively as possible.

Finally, set-up advanced registration, and build in some release time during the week for reflection, rest and extra-curricular activities.

Appendix A

Evaluation Instruments

DEMOGRAPHIC DATA/STUDENT INFORMATION SHEET

PERSONAL DATA

1. Name: _____

   Tribe: _____

   Address: _____

   School: _____

2. How well do you know your language?

   Not well _____ A Few Words _____ Understand Well _____

   Speak Well _____ Speak Fluently _____

3. Can you read and write your language?

   Yes _____ Some _____ No _____

4. Have you taken a class in Linguistic Training? (Count previous Summer Linguistic Institute)

5. What is your involvement or role in your Indian Bilingual Education Program?

6. Have you had training and experience in curriculum development (goals/objectives/activities)? Consider coursework, workshops, in-service.

7. Have you had training and experience in curriculum materials development?

   ☐ Yes ☐ No

8. What is most important to you to learn during the summer linguistic development institute?

   Please Rank 1 - 5 (1 most important)

   _____ How to read and write my native language

   _____ How to teach my language and culture.

   _____ How to preserve my language and culture.

   _____ How to develop a dictionary.

   _____ Other _____

PERCEPTIONS

Of The

American Indian Language Development Institute

Listed below are several potential outcomes of the American Indian Language Development Institute. Some are more important to you than others. Please rate them as you perceive their importance to you at this time.

A - Not important

B - Somewhat important

C - Important

D - Quite important

E - Extremely important

1. Increase my knowledge of the institute _____.
2. Make new friends_____.
3. Become better acquainted with other participants in my project _____.
4. Become more self-confident as a person _____.
5. Work more effectively with other people _____.
6. Learn theories of instruction and how to apply them _____.
7. Appreciate persons from other tribal groups _____.
8. Experience a variety of ways of organizing a Title VII education program _____.
9. Clarify my educational goals and directions _____.
10. Improve my ability to identify and solve linguistically problems _____.

Instructional Cliimate

Rate on a Five-Point Scale

Affective Climate

1	2	3	4	5
cool, tension friction				warm, supportive congenial

Communication

1	2	3	4	5
difficult, strained				smooth, easy

Participant Openness

1	2	3	4	5
defensive, closed				receptive, open

Participant Initiative

1	2	3	4	5
passive, dependent cue seeking				active, autonomous, takes initiative

Tribal Group Interpersonal Cohesiveness

1	2	3	4	5
independent actions				tight, close group, teamwork

Attending Behavior

1	2	3	4	5
not attending not involved		attending		alert, enthusiastic

Staff Concerns

of the

American Indian Language Development Institute

(Enter appropriate concern (letter) for each item)

A - Very Important
B - Important
C - Mildly Important
D - Not Applicable

1. Whether participants are learning what they are taught. _____
2. Increasing participant's feeling of accomplishment. _____
3. The nature and quality of instructional materials. _____
4. Motivating participants to learn. _____
5. Working productively with other staff members. _____
6. Feeling under pressure too much of the time. _____
7. Frustrated by the inadequacy of classroom facilities. _____
8. The wide range of experience and skills. _____
9. Meeting the needs of different skill levels of participants. _____
10. Being fair and impartial. _____
11. Insuring that participants grasp subject matter fundamentals. _____
12. Staff participation insuring small ration of students to staff. _____
13. Stimulating and maintaining participants' involvement. _____
14. Adapting myself to the needs of different tribal groups. _____
15. Requiring participants to apply what they learn. _____
16. Instilling the values and importance of Indian language and culture. ____
17. Assessing and recording participant's progress. _____
18. Increase my knowledge of curriculum development and ability to apply principles of general linguistics. _____
19. Learn and contribute ideas that I can apply to my professional and developmental growth. _____
20. Develop my competence in language skills. _____
21. Employ effective teaching strategies. _____
22. Develop a specific plan for continuing learning after Language Development Institute.

American Indian Language Development Institute

Bilingual Education Service Center

Participant's Name_____

Open Ended Questions

1. What experiences at the American Indian Language Development Institute do you find most rewarding?

2. Has your perception of yourself in relationship to other tribal groups changed during the American Indian Language Development Institute?

3. Please provide any comments about the institute on the following:

   - Positive responses indicating an overall good feeling

   - Negative responses indicating overall displeasure

   - Needs improvement responses indicating areas in need of improvement

4. Please provide any comments about the location of the institute.

5. Recommendations or other comments,

Open-Ended Questions

What do you see as the strengths of the Language Development Institute?

What suggestions would you make for its improvements?

What were some major problems encountered?

What are your recommendations on the following?

Follow-up activities for '82 institute?

Planning activities for '83 institute?

Arizona State University
Center for Indian Education
Bilingual Education Service Center

Staff/Consultant Evaluation

Staff/Consultant_____

Project Represented_____ Date_____

DIRECTIONS: Evaluations help the BESC staff assess, better plan and coordinate our workshops to improve services to bilingual education programs. Questions 1-4 are figured on a rating scale with a Happy Face indicating an Excellent rating (5 points) all the way to a Sad Face indicating a Dissatisfactory rating (1 point). Questions 5-6 are openended responses with some indicators to be checked as they apply to the participant's evaluation of the Language Development Institute. Additional comments are encouraged.

RATING SCALE - Please circle only one appropriate rating for questions 1-4.

Excellent Above Average Average Below Average Dissatisfactory

1. The staff/consultant provided needed and helpful information:

5 4 3 2 1

2. The staff/consultant knowledge of the content area was:

5 4 3 2 1

3. Attention was directed to areas of concern:

5 4 3 2 1

4. The amount of factual and useful knowledge gained was:

5 4 3 2 1

5. The most valuable feature provided by the staff/consultant was:

____ Effectiveness
____ Training materials/handouts
____ Organization
____ Utilization of time
____ Skills development

OPEN-ENDED

Please provide comments on the staff/consultant's role in the contribution to your knowledge, comprehension, or ability to deal with content area presented.

Weekly Activities - American Indian Language Development Institute Training Schedule, June 7-July 2, 1982

Month _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30					
9:00					
10:00					
11:00					
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
1:00					
2:00					
3:00					
4:00					
5:00					
6:00					

Indian Language Development Institute

Summer 1982

FINAL

1. Choose the instructional objective that has all four parts; who, what, how, how well.

   a. The student will be able to identify five family members in Shoshone.

   b. The student will be able to write five instructional objectives with 80% accuracy.

   c. The student will be able to recognize traditional foods of the Papago with 95% accuracy.

2. Write the correct letter in the blank which best identifies the following sentences:

A - Evaluation
B - Goal
C - Culture
D - Lesson Plans
E - Objectives
F - Theme
G - Concept
H - Activity
I - Unit
J - Vocabulary Test
K - Language Lesson
L - Material Prepared
M - Theory of Language

1. _____ Mental image or understanding of experiences.
2. _____ This includes the introduction, implementation, conclusion, follow-up.
3. _____ Generalization of ideas or concepts.
4. _____ Overall statement of what will be taught to the child.
5. _____ Sum total of an individual's environment, lifestyle and values.
6. _____ Student outcome statements that use Bloom's taxonomy of cognitive development (knowledge, comprehension, application, analysis, synthesis, and evaluation).
7. _____ The student will learn the production of the sound system in his/her language.
8. _____ This format includes the objective, procedure, description of activities, resources, evaluation and language development.
9. _____ Long range sequential collection of lesson plans on a topic or cultural aspect of the child.
10. _____ Words written in the native language and English pertaining to the daily lessons and units of a specific topic.

N - Curriculum

O - Inferred Goals

P - Theory of Language

Q - Philosophy of Education

R - Related Content Areas

11. _____ A measure technique which helps the instructor document whether the child has learned his/her lesson.

12. _____ Develop sentences from the vocabulary list using the inquiry and discovery method of learning.

13. _____ What the teacher has compiled before he/she teaches the lesson.

14. _____ Incorporation of the school curriculum subjects.

15. _____ Includes how children learn best.

16. _____ This is based on the characteristics and inferred goals of the learner, community and theory of language and how man acquires knowledge and wisdom.

17. _____ Based on the characteristics of the learner and the community.

18. _____ Everything that involves learning of the child in school.

Appendix B

Pictures of Participants

Charlene Jose
Papago
Sells, Arizona

Alex Juan
Papago
Sells, Arizona

Mary Melissa Juan
Papago
Ajo, Arizona

Patricia Lopez
Papago
Sells, Arizona

BEST COPY AVAILABLE

Pauline Miguel
Papago
Sells, Arizona

Martin Morris
Papago
Sells, Arizona

Dorothy Pablo
Papago
Sells, Arizona

Helen Ramon
Papago
Sells, Arizona

BEST COPY AVAILABLE

Roberta Romero
Papago
Sells, Arizona

Not Pictured

Archie Ramon
Papago
Sells, Arizona

BEST COPY AVAILABLE

Gloria Allison
Pima
Sacaton, Arizona

Vernita Antone
Pima
Sacaton, Arizona

Joan Dixon
Pima
Maricopa, Arizona

Shirley Jay
Pima
Sells, Arizona

BEST COPY AVAILABLE

Myrna Miguel
Pima
Sacaton, Arizona

Sandra Nish
Pima
Sacaton, Arizona

Floretta Rhodes
Pima
Sacaton, Arizona

Regina Williams
Hopi
Laveen, Arizona

BEST COPY AVAILABLE

Thomasina Appah
Ute
Fort Duchesne, Utah

Gloria Arrowgarp
Ute
Fort Duchesne, Utah

Matilda Myore
Ute
Fort Duchesne, Utah

Not Pictured

Eunice Sowsonicut
Ute
Fort Duchesne, Utah

BEST COPY AVAILABLE

Angie Paya
Havasupai
Supai, Arizona

Roland Manajaka
Havasupai
Supai, Arizona

Janette Jackson
Havasupai
Supai, Arizona

Charlotte Beauty
Havasupai
Supai, Arizona

BEST COPY AVAILABLE

Not Pictured

Mary Ann Wescogame
Hualapai
Supai, Arizona

Jennie Putesoy
Havasupai
Supai, Arizona

BEST COPY AVAILABLE

Jorgine Bender
Hualapai
Peach Springs, Arizona

Josie Uqualla
Hualapai
Supai, Arizona

Arlene Suathojame
Hualapai
Peach Springs, Arizona

Helen Watahomogie
Hualapai
Peach Springs, Arizona

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Sylvia Hollowbreast
Shoshone
Duckwater, Nevada

Keith Honaker
Shoshone
Duckwater, Nevada

Debrah Segall

Duckwater, Nevada

Not Pictured

Rodney Mike
Mitchell Maes

Ute
Duckwater, Nevada

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Curriculum Development Class

Shoshone Group Working on Units

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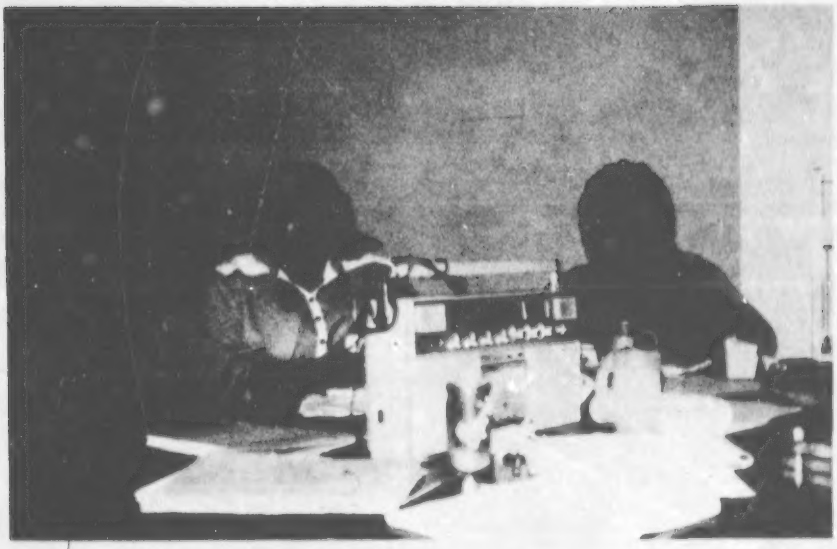

Ute Students

Linguistics Work Session

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Testing Design Discussion

Hualapai Tribal Elders Presentation

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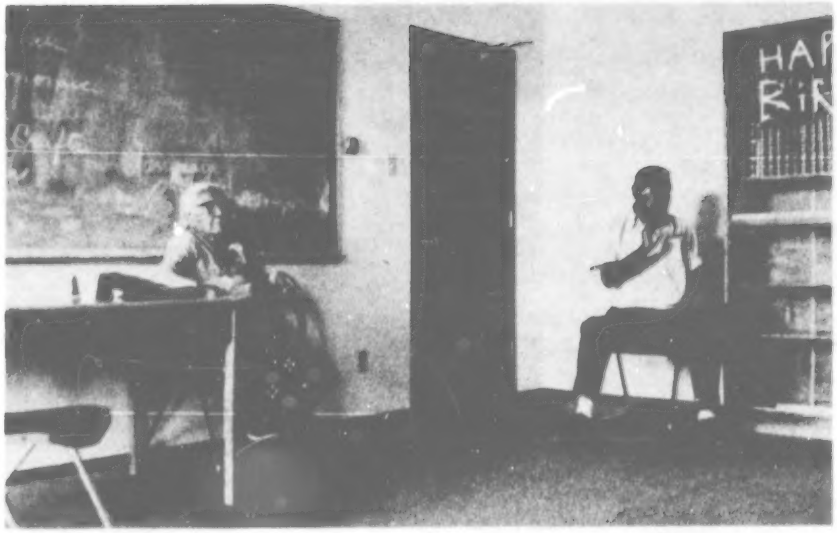
Ute Cultural Exchange



Papago Tribal Elders

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